

**Texas Education Agency
Standard Application System (SAS)**

2017-2018 Perkins Reserve Grant

Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 26 PM 4:16 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Richardson ISD	057916		
Vendor ID #	ESC Region #		
1756002311	10		
Mailing address		City	State ZIP Code
701 W. Belt Line Rd.		Richardson	TX 75080-6015

Primary Contact

First name	M.I.	Last name	Title
Masud		Shamsid-Deen	Executive Director
Telephone #	Email address		FAX #
469-593-0808	Masud.shamsid-deen@risd.org		469-593-0850

Secondary Contact

First name	M.I.	Last name	Title
Kim		Fuller	Executive Director, Entitlements
Telephone #	Email address		FAX #
469-593-7466	Kim.fuller@risd.org		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jeanie		Stone	Superintendent
Telephone #	Email address		FAX #
469-593-0399	Jeanie.stone@risd.org		469-593-0402

Signature (blue ink preferred)

Date signed


Only the legally responsible party may sign this application.

10/25/2017

Schedule #1—General Information

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)		<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

In November of 2016, the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Workforce Commission submitted a Tri-Agency report to Governor Greg Abbott. Four of the five directives that governor charged the group with addressing are embodied in this proposal:

- a. Initiatives that make college more affordable.
- b. Models that coordinate with industry partners and postsecondary educational providers.
- c. Activities that link students, parents, and educators to the broad array of high wage, high demand jobs.
- d. Methods that build the skill set of workers to achieve sixty percent of the workforce with postsecondary degree or certification by 2030 (60x30).

Richardson ISD is seeking this grant opportunity to enhance its science, technology, engineering and math career cluster. While the program has had interest and support for many years, few students have chosen and completed STEM pathways since the new foundation with endorsements graduation plan was adopted. Given the needs of the workforce and proximity to tech-based companies, Richardson ISD seeks to establish itself as the educational leader in STEM education. This cannot occur without a comprehensive redesign of the program structure and offerings.

The structure of this grant proposal, from identifying a specific cluster, to conducting a needs assessment, identifying certification, postsecondary, and business partners, will kickstart our redesign. The reserve grant opportunity gave several STEM teachers and staff a reason to meet this fall to begin reinvisioning our STEM program. They identified major areas to focus our work which include increasing the diversity, both in gender and ethnicity, of students selecting and persisting through STEM pathways. Several post-secondary and business leaders have pledged support in our STEM initiative, including Dallas County Community College, and University of Texas at Dallas.

The heart of the program focus is increasing student interest in STEM, building teacher capacity to develop and align programs to workforce trends, and building and sustaining partnerships with our external stakeholders such as non-profit, post-secondary and local companies. We propose a structured schedule of student and parent educational and engagement activities from our secondary teachers, STEM students and community partners to build interest in STEM. We budget for a team of twenty teachers and administrators to attend the Region 13 STEM conference in Galveston next February to engage in professional development activities that will reinvigorate the team by surrounding them with educational leaders at the cutting edge of the field. We will solidify ideas for curriculum, certifications, and community partners in the days and weeks following the conference so momentum is not lost.

We will work to create programs of study that provide dual credit, level one certificates, and lead to an associate's degree prior to high school graduation or accelerate attainment of a bachelor's degree for students who seek advanced postsecondary work. Our STEM advisory team will monitor progress throughout the grant period and ensure that outcomes such as student selection of STEM pathways of study, dual-credit completion, STEM certification and work-based opportunities all increase.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

This proposal meets the governor's challenge. Richardson ISD will make college more affordable by giving students the opportunity to obtain dual credit and an associate's degree with no out of pocket costs to families. The workforce demands in our location brings together postsecondary institutions and industry partners with a focus on STEM education. Our engagement activities will expose students, families and educators to a wide array of careers, and the comprehensive approach to our redesign will not only ensure that more than sixty percent of our state's workforce has postsecondary expertise, our students will be among those individuals in the high wage, high demand STEM fields that lead to growth and future innovation.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$22,500	\$	\$22,500	\$10,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$30,000	\$	\$30,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$10,000	\$	\$10,000	\$5,000
Schedule #10	Other Operating Costs (6400)	6400	\$12,500	\$	\$12,500	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$75,000	\$	\$	\$15,000
Administrative Cost Calculation						
Enter the total grant amount requested:					\$75,000	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$3,750	

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID:			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$7,500	\$
26	6119	Professional staff extra-duty pay		\$15,000	10,000
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$22,500	\$10,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 1756002311		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
Rental or lease of buildings, space in buildings, or land			
Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Provide assistance with certification and technology integration.	\$20,000	\$
2	Provide STEM curriculum, instruction and engagement expertise.	\$10,000	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$30,000	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$30,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID:		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$10,000	\$5,000
Grand total:		\$10,000	\$5,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 1756002311		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$12,500	\$
Grand total:		\$12,500	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 1756002311			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	21,217	54%	
Limited English proficient (LEP)	10,121	26%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	879	34%	
6-10 Years Exp.	599	23%	
11-20 Years Exp.	657	25%	
20+ Years Exp.	254	10%	
No degree		%	
Bachelor's Degree		%	
Master's Degree		%	
Doctorate		%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
122 4	312 4	325 1	324 4	315 6	317 5	301 8	284 3	272 2	2766	320 9	2668	235 5	219 2	38,947

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
														2,389

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Science, Technology, Engineering and Mathematics teachers from across the district were invited to meet in September to review data and share their ideas regarding how to improve the STEM program in Richardson ISD. Using the Texas Workforce Solutions Greater Dallas 2017-2018 Targeted Occupations list, teachers were asked to identify which courses were aligned to high wage, high demand careers and which courses were not aligned. Next, they were asked to consider their CTE courses in light of the data they reviewed and their own experiences and think of any barriers or issues that needed to be addressed to have more successful students.

The group came up the the following list:

- Students graduating but were not prepared for a career.
- A need to focus on narrowing down course offerings.
- The importance of students doing well in math and science to be prepared for STEM careers.
- Determine long-term evidence of students' success beyond high school.
- Students not taking a coherent sequence of courses.
- A need for internship and job opportunities.
- Certification for STEM teachers.
- A need for more women and minorities in STEM fields.

The members then grouped similar concerns and prioritized the list based on areas they felt they could impact within our control and could be done within the grant period and budget. The final list, in order of importance:

1. STEM CTE students need to complete a coherent sequence of courses.
2. STEM CTE students need internship opportunities.
3. STEM CTE students who do not go on to postsecondary programs need certification opportunities.
4. Need to have more girls and minority students in STEM CTE pathways.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	STEM CTE students need to complete a coherent sequence of courses.	Teachers will attend STEM conference and teachers will review and develop sequences in a post conference work session. The STEM demonstration team will target elementary and junior high school campuses to engage students in activities to get them excited about STEM, and the STEM awareness team of staff and students will attend school events to teach parents about the opportunities from STEM careers, and encourage them to select STEM pathways.
2.	STEM CTE students need internship opportunities.	Richardson ISD will engage with current industry partners and will also seek additional relationships with STEM businesses from the Telecomm Corridor sector of Richardson. The STEM conference will provide ideas on how to nurture these relationships, and part of the grant will go towards STEM marketing towards business and technical assistance to track the number of business partners and internships started and completed by summer.
3.	Students in STEM CTE pathways who do not go on to post-secondary programs need certification opportunities.	CTE staff and teachers will be charged with attending the STEM conference with the goal to maximize certifications we should offer and align the courses, endorsements and pathways. Technical assistance will help develop the budget for these certifications and a STEM consultant will help prioritize and support these certifications, including teacher training needed and connections to higher education partners such as Richland College and UT-Dallas.
4.	Need to have more girls and minority students in STEM fields.	We hope that the STEM conference provides some ideas, but if it does not, the STEM awareness team and demonstration teams will reach a diverse audience of elementary and junior high students. We will seek out minorities and women in STEM careers to participate in our community engagement activities.
5.		

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Schedule #14—Management Plan				
County-district number or vendor ID: 1756002311			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Executive Director	District CTE Coordinator, Campus Principal, CTE assistant principal, department chair, district advisory committee member, 15+ years teaching and administrative experience		
2.	Coordinator	CTE internship coordinator, CTE teacher, CTE department chair, 10+ years teaching and administrative experience		
3.	Advisor	CTE Teacher, 5+ years experience		
4.	STEM Lead Teacher	Experience teaching multiple STEM pathways, 5+ years experience		
5.	STEM Consultant	Experience teaching and supporting STEM based experiences, 15+ years' experience, experience in program development		
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
		Objective 1: Increase the number of students in a coherent sequence of STEM courses.		
		1. 2018-2019 STEM pathways revised	12/01/2017	02/07/2018
		2. Market revised pathways	02/01/2018	03/29/2018
		3. STEM staff attends CTE conference	02/01/2018	02/03/2018
		4. STEM demonstration/awareness events	02/12/2018	05/25/2018
		Objective 2: Increase the number of students in STEM internships.		
		1. internship plan created by STEM team	12/01/2017	12/15/2017
		2. partner outreach	01/03/2018	02/16/2018
		3. pre-internship job experiences	02/20/2018	05/25/2018
		4. fall intern pool identified	04/23/2018	05/11/2018
		5. summer internship program	06/11/2018	07/27/2018
		Objective 3: Increase the number of STEM based certifications offered.		
		1. Certification plan created by STEM team	12/01/2017	12/15/2017
		2. Market revised certifications with pathways	02/01/2018	03/29/2018
		3. Review certification equipment needs	04/02/2018	04/27/2018
		Objective 4: Increase the number of minorities and girls in STEM careers.		
		1. Solicit businesses for women and minority STEM employees.	01/03/2018	02/16/2018
		2. STEM gender-based demonstration events.	02/12/2018	05/25/2018
		3. STEM awareness sessions at high minority campuses.	02/12/2018	05/25/2018
		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX

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	4.		XX/XX/XXXX	XX/XX/XXXX
	5.		XX/XX/XXXX	XX/XX/XXXX
<p>Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.</p>				
<p align="center">Schedule #14—Management Plan (cont.)</p>				
County-district number or vendor ID: 1756002311			Amendment # (for amendments only):	
<p>Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p>				
<p>Richardson ISD uses a variety of systems to monitor the attainment of goals and objectives. The board makes yearly objectives to impact student achievement. At the district professional level, staff members set goals aligned to the district improvement plan. At the campus level, principals set goals aligned to their campus improvement plans and receive guidance from district supervisors on their process. Furthermore, principals meet with teachers to set T-TESS goals aligned with district goals.</p> <p>District administrators meet twice a month to review goals and objectives and make adjustments. District and campus administrators also meet twice a month, one instructional meeting and an operations meeting, to insure timely feedback. For example, instructional training was provided to give principals tools to guide the PLC process and data disaggregation and planning using Lead4Ward. Principal and campus leadership teams were provided time in the afternoon to plan their rollout, which was executed during the October district-wide day.</p> <p>Campus goals are developed and communicated in a variety of methods, during department PLC meetings, announcements, and e-mail. The primary feedback structure at the campus levels is through PLC's, and as changes are made are communicated to the community via local campus improvement teams the local PTA's.</p> <p>Within CTE, teachers meet during district wide days three times a year and evenings once a quarter to review data and engage in professional development activities. These meetings include reviewing goals for the year and progress goals. This year's goals include developing curriculum and adopting the PLC framework used in core classes with analysis of lessons and assessments to ensure students are learning.</p>				
<p>Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p>				
<p>In 2016 the school board and voters approved a bond which called for several improvements, including STEM facility upgrades. While a major infrastructure investment has been made, passage of HB 5 left many parents and students opting for multidisciplinary program of study due to lack of understanding of career pathway options. Now changes to the programs of study and communication to students and families at earlier ages must be made to ensure students' interests level is high enough to take advantage of these programs. Also, teacher training is a vital component, providing them the time to develop strong STEM curriculum, instruction and assessment, and provide the support that students need to be successful and persist in STEM fields.</p> <p>The STEM teachers are highly motivated to see an increase in student enrollment, persistence and success in STEM fields. They were involved in the needs assessment for this grant, and developed the goals, objectives and milestones. Their high level of commitment will ensure program success. A STEM teacher leader will be identified to serve as an advisor, help make recommendations, and ensure buy-in. Primary personnel will meet twice a month to review progress of this grant initiative, support and celebrate milestones, and make adjustments where needed.</p>				

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Schedule #15—Project Evaluation

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Use google drive to track conference feedback and attendance.	1.	90% or higher satisfaction with STEM conference
		2.	80% STEM participation in post conference workshop
		3.	70% STEM participation in summer workshop
2.	Conduct meetings twice a month to review awareness events and pathway marketing efforts.	1.	Increase STEM pathway selection for freshman cohort by 10%, and girls and minority freshmen enrollment by 20%
		2.	Conduct at least 12 STEM awareness events and 12 STEM demonstrations during spring 2018.
		3.	Conduct at least 5 events with a STEM community partner
3.	Conduct workshops to facilitate selection, development and training for certifications.	1.	Increase STEM certifications offered by 50%
		2.	At least 5 STEM teachers receive advance training for certifications.
		3.	
4.	Review business identification, recruitment and induction efforts.	1.	Obtain at least 5 STEM business internship commitments.
		2.	Place a minimum of 20 students in summer and fall STEM internships.
		3.	
		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One staff member will serve as the STEM technical assistance provider and will develop a google drive that will serve as a database for all grant activities. The drive will have a spreadsheet of all STEM teachers, their campus, grade, and courses taught. Furthermore, STEM teacher attendance will be tracked for participation in the STEM conference, STEM advisory team, and participation in STEM awareness and demonstrations, including locations, number of events, and participants.

The STEM advisory team will keep agendas, attendance and minutes for review. Furthermore, the STEM advisory team will serve as a monitoring team to ensure the project goals are accomplished according to the milestones and timelines outlined. The CTE executive director will assist the advisory team with making sure problems are corrected throughout the project.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Prior to the district work session, the CTE executive director reviewed the newly developed Texas CTE website which provided career and workforce data information as well as sample program of study templates. Other resources reviewed included Texas Career Check; Career One Stop; Texas Targeted Industry Clusters; and Tri Agency Report, "Prosperity Requires Being Bold: Integrating Education and the Workforce for a Bright Texas Future"

A team of STEM teachers and the district CTE coordinator reviewed the information and conducted a needs assessment based on that information, their experience, and factors identified in the grant application as possible barriers to success in our STEM program.

Highest demand occupations in STEM included the following:

Engineering and Advanced Manufacturing

Title	Dallas County Employment	Median Wage
Engineers	18,130	\$46/hr
Electronic Engineers	2,460	\$46/hr
Mechanical Engineer	2,230	\$49/hr
Engineering Technologist	3,330	\$31/hr
Electronic Technician	3,610	\$28/hr

Information Technology and Telecommunications

Title	Dallas County Employment	Median Wage
Computer and Information Systems	4,700	\$71/hr
Computer Programmer	5,940	\$43/hr
Computer Systems Analyst	12,440	\$46/hr
Computer Software Developer	12,670	\$49/hr
Network Administrator	7,360	\$41/hr
Computer Support Technicians	12,960	\$25/hr

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The computer programing program of study connects CTE and high school courses to postsecondary education through dual credit, starting with ninth grade. As candidates move through the program they will be able to obtain a level 1 certificate that is stackable, leading to an associate degree in computer programming from Richland College should they continue with coursework, but graduating with an industry recognized certificate that will allow them to begin work in the industry if needed https://www1.dcccd.edu/catalog/programs/degree.cfm?degree=programmer_c1&loc=econ.

Also important is that students take more advanced courses as they move through high school, and will have an opportunity for internships built into their senior year through the practicum in information technology course. The majority of the high school courses are CTE courses, while several non-CTE courses are included that would meet college and university core requirements. Students with the associate degree who meet GPA and other requirements will be able to transfer to a Bachelor's program at four year institutions such as the University of Texas at Dallas

<http://www.utdallas.edu/enroll/files/CSBS.pdf>; or Texas A&M

<https://engineering.tamu.edu/cse/academics/undergraduate-program/undergraduate-transfers>. (See Program Requirement 3).

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Grade	RISD Course	DCCCD Course	Credits	Lvl 1	Associate	Bachelor
9	Principles of Information Technology	ITSC 1401	2	x		
9	Intro to Speech Communications	SPCH 1311	3		x	
10	Intro to Programming	ITSE 1429	4	x	x	
10	Computer Programming	ITSE 1402 Computer programming	4	x	x	
11	Computer Programming	ITSE 2417 Intro to Java	4	x	x	
11	Computer Programming II	ITSE 2459 Adv Computer Program	4	x	x	
11	Computer Programming II	INEW 2438 Advanced Java	4			
11	Applied Mathematics	Math 1322 Contemporary Math	3		x	x
11	Web Technologies	IMED 1416 Web Design I	4		x	
11	Psychology	PSYC 2301	3		x	x
11	Studio Art	Arts 1301	3		x	x
12	English IV	English 1301	3		x	x
12	English IV	English 1302	3			x
12	Research In Information Technology	ITSW 1407 Introduction to Database	3			
12	Research In Information Technology	ITSE 1450 Systems Analysis	4		x	
12	Networking	ITNW 1425 Fundamentals of Net	4		x	
12	Internetworking Technologies	ITNW 1408 Client Operating Sys	4			x
12	Engineering Application of CS	ITSC 1191 Special Topics	1		x	
12	Cyber Security	ITSY 1400 Info Security	4		x	
12	Practicum in Information Technology					
12	Practicum in Information Technology					
Total Credits			64			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Nearly half of Richardson ISD is located within the city of Dallas. Within its district lines are two major postsecondary entities: Richland College and the University of Texas at Dallas. Richland College is part of the Dallas County Community College District. Chancellor Joe May is committed to our effort to improve STEM education, acknowledging "Richardson ISD is being a proactive force by acknowledging, addressing, and enhancing educational gaps in science, technology, engineering, and mathematics."

Additionally, UT-Dallas President Richard Benson has pledged support to "explore and expand" initiatives that "prepare additional graduates interested in pursuing STEM degrees." Over 92% of UT-Dallas students major in STEM fields.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Several local information technology companies have pledged support to STEM education in Richardson ISD, including Fujitsu, Qorvo, and Texas Instruments. Qorvo already hosts an Engineer day for elementary students at RISD's Hamilton Park Elementary. They want to expand this partnership to internships and teacher externships. Insurance giant State Farm has a large information technology division in the Richardson Cityline development. Leaders from these companies have pledged support for STEM education in a variety of ways, such as internships, mentorships, speaking engagements, and field trips.

Upon execution of this grant, these partners will be invited to review and make recommendations on pathways of study that prepare students for enriching internship opportunities, robust certifications, and relevant degrees that position students to enter their companies ready to start a career. They will suggest the types of training needed to be successful in obtaining various certifications, help to develop a teacher profile, and identify qualifications needed to deliver instruction to students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The major investment in teacher development, from the STEM conference to workshops, is the primary way that Richardson ISD will ensure that goals are met after the grant ends. A STEM advisory group will continue to meet to review, refine, and adopt goals based on changing industry trends and campus and student experiences. CTE leadership will use this experience as a model to replicate in other areas, and as a team of educators adopt similar practices they will be in position to support one another. The PLC model will be used to continue setting outcome based goals, such as number of students obtaining certifications and internships, review of curriculum, assessments, and activities to ensure success.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Click and type here to enter response.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.**

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 1756002311

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 1756002311

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 1756002311

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 1756002311

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 1756002311

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
	Other barrier			
	Other strategy			
	Other barrier			
	Other strategy			
	Other barrier			
	Other strategy			
	Other barrier			
	Other strategy			
	Other barrier			
	Other strategy			
	Other barrier			
	Other strategy			
	Other barrier			
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